

## PROGRAM NUMBER

*Tenth Anniversary Conference, Los Angeles, California, May 10th to 16th, 1907*



*"A little child shall lead them."*

# *The* NATIONAL CONGRESS of MOTHERS MAGAZINE



*Jamestown Exposition—Opening Mothers' and Children's Buildings April 26th, 1907. Daily Conferences on Topics of Interest to Every Mother*

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# National Congress of Mothers Magazine

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Vol. I

MAY, 1907

No 7

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## BEYOND OUR GATES.

ANNIE R. RAMSEY.

Although the character of the "Mothers Congress Magazine" is clearly defined by its very title, it would be a narrow view which excluded from its pages any thought or suggestion helpful to the life and work of a woman even if it bear no special relation to her as a mother or to her care of her children. No mother can set aside as useless to her, as a mother, what other women find useful to themselves, as women, for the most intelligent, the best bred, the best read woman, as a rule, finds all of these adjectives necessary to the best motherhood.

So without further apology the question is hereby opened to discussion as to whether, in dealing so much and so earnestly with the problems which our own children bring, we do not forget some of the other sides of life which are also vital and fundamental.

If, for instance, our absorption in the great study of our age—child nature—confines us too closely to the children of our own class, and we apply its principles too exclusively to the children of our own home, we may, in the end, injure that home by the neglect of the classes and the children outside of it.

No one can live independently; it is each for all as well as each in all. If we are so busy keeping the individual home and family free from dirt and disease that we know little, and care less, about the conditions of the narrow alley back of us, we must not be surprised if at some time the children thereof meet ours in the school, or at play, and, perchance, bring with them contagion and danger.

No amount of precaution can entirely prevent the spread of disease, nor can any woman be sure that her boys and girls shall never be exposed to the poisonous germs which float in the air, thrive in the street cars and multiply in crowded stores, theatres and schools. And this is as true of the moral world as of the physical. Your well-watched and guarded children may, in one hour abroad, see sights and

hear words of evil which leave a deeper impression than the training for good which has gone on all these years.

But even so, children cannot be kept in glass cases. By the wisest of laws they must and should develop through contact with the actual things of life, and these are the fruit of a tree which gave the knowledge of both good and evil. So it seems clear that a mother's duty includes the effort to wipe out the breeding spots of moral and physical disease.

A mother—both as mother and woman—must take part in civic and national movements. She cannot afford to ignore what is being done along these lines by men and women who perhaps would never care to follow her in her own special work, and would hardly dream of opening a mothers' magazine. She must know what is done to secure pure water for her city, for, although she may be able to buy distilled water for her family, she cannot buy immunity from danger if her neighbors find typhoid fever in their spigots.

Think, too, of the necessity of a pure milk supply, and fancy a woman ignorant of how milk inspection is carried on, and quite oblivious to the fact that politics may give the work to a man who has no qualification for it. In our city streets the flying dust, the melting snows, the heaps of filth and decaying matters contain terrible possibilities for every family. Should not a mother know the laws regulating a city's cleanliness and be intelligently observant and informed as to how far they are enforced? She may need to add persistence and hard work to information before she can right the wrong methods; but certainly she cannot turn aside from the menace because her own child is protected—since his schoolmates may not be.

For the same reason a woman cannot afford to be idle in the agitation for pure food, or fail to see that the provisions of the National food laws are strictly carried out.

All school regulations may well occupy the attention of a woman, and it will be a sorry day for America if women cease to take part in the legislation for, and the conduct of, public education.

As for our public morals, a cause for which the most timid woman must find strength to fight, we need but glance at the paper of to-day to find food for anxious thought. Who is on trial in the Thaw case if not the mother of the beautiful, wayward girl who told so fully the story of a life of shame, and drew so terrible a picture of a society wrecked by its lack of moral training and moral standards?

Shall not all women be working to safeguard the chastity of girls? Those in our own circle first, but none the less surely those of a different circle, where the temptations are so much greater and

the powers of resistance so much weaker. Shall not all mothers learn something of the standards and conditions which may lead their men children into dissipations, their college lads into lives of remorse and secret regret? And are they not to know of the evils surrounding some of the homes of this land where polygamy still lifts its hideous head, and where lax divorce laws open the doors to all the whirlwinds of human passion?

These are matters beyond our gates, if to be a mother means simply to "mother our own;" to take thought for the physical, mental and moral state of our own household; but none of them is very far from the young people who are so soon to become the men and women of America, and the question is, shall we consider them appropriate to a magazine devoted exclusively to the work of a mother?

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#### CONCERNING PROMOTIONS OF CHILDREN.

ANNE HEYGATE-HALL,

Principal of the School of Observation and Practice, Philadelphia Normal School.

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Since parents are always interested in promotions, they should be thoroughly acquainted with the best method of making them. They should object to exhausting examinations and should endorse all efforts made to consider children as individuals.

The promotion of a child from one class in school to another is periodically expected by the average parent, and the non-promotion is generally regarded as a mark of incompetency in the teacher and of injustice to the child. From the very day school is entered, many suppose that day by day children take steps as in mounting a ladder and that, in exactly as many days as the term provides, the floor of the next school room will be reached. Very few persons give thought to the hesitation, to the want of confidence, to the days which have been spent in accommodating the life to the new surroundings—to the very natural conditions and restraints.

We know that the natural thing is that the child shall grow physically. Every mother expects to let down tucks—knickerbockers give place to trousers in about the time anticipated. It is just as natural for the child to grow mentally, and teachers anticipate changes of classes and changes in courses of study for the majority, at a certain time.

There are many ways in which a teacher promotes a child—many ways in which she contributes to his advance, to his growth, to his power. We teachers realize that much of this work is never recognized or dreamed of by the parent. The daily promotion of the child is not considered. The promotion which places a child in a higher class at school is often the only one thought of, but as this is a good thing and a necessity and a looked-for thing, the teacher should, in justice to the child and herself, make this kind of promotion as rapidly, as fairly, and as wisely as possible.

The fitness of the child for this formal promotion to higher work is determined in different ways: by examinations, oral and written; by consideration of marks during the term; by judgment of the teacher.

Examination at the end of the term is attended by much loss of time, much hard work, much weariness both to the examiner and examined, and yet teachers are pretty evenly divided in opinion as to its value. Teachers who approve of this method say that, even when great care has been taken, the readiness and reliability of the pupil are evident only in the review and in examination. A lack of preparation and understanding is then made plain to the pupil. The examination also shows the teacher where her work needs strengthening. Questions for examination for promotion show the kind of work required by a course of study. Teachers get more definite ideas of a curriculum when questions based on it are made by superintendents. In fact it often requires several examinations before the course of study is comprehended.

During the examination for promotion the strain on teacher and pupil is alike great—overwork for all—headaches and heartaches. The day of the examination may find the best prepared physically unfit to take the test in justice to herself. The best prepared children frequently do not "examine" well. A mere chance may provide a superficial student with the very question he is prepared to answer—perhaps the only one.

Habits of work and conduct cannot be tested by examinations, and good habits of work and conduct are more valuable than any correct answers to a certain number of questions. Very often the examination gives improper publicity to averages and marks, and excites competition that is very harmful. The time spent in examination could be more profitably employed in learning something. Examinations for promotions are generally given to probe for facts given to memory. Through the term the mind may be filled with words—children are often taught to imitate and to repeat, but not to think.



Examinations for promotion prevent broad teaching. Teachers are judged by the results of this final test which may lead to working in ruts and to the turning out of machine work.

Fear of examination drives many a child from school. A teacher's anxiety about final examinations may cause her to want a pupil to be put in a lower class or to be taken from school. Children should remain as long as possible in school and learn what they can. Examination for promotion often leads to deceit and cheating on the part of the child, and to irritability and scolding on the part of the teacher; they also take away consideration of personal worth—they do not provide for individual capacity. Children cannot be held together exactly for a long time, and the rigid examination at the end of a specified time presupposes uniformity in mental growth. No one would attempt to make fifty children grow physically alike in so many months. Examinations for promotion lead to cramming. The question is not "What does he know?" but "What does he hold?" "What can be pumped out?"

When promotions are made by consideration of marks obtained during the term, a premium is put upon daily work, which is right; a moderate but constant stimulus is used. Tests should show proper completion of work and should be used to broaden and direct instruction. There is much difference between careful examination to discover weakness right along during the year and an examination at the end of the year to show weakness.

What can be said about the promotion according to the judgment of the teacher? Who knows the child's ability? Who has studied the child? The superintendent? He must regard marks, little else reaches him. It may be thought that the plan will give too much power to the teacher. This is where the power belongs. Why should he or she be less conscientious because a teacher? Why less honest? Pupils promoted too soon could be returned and teachers would be more careful in future. Schools should exist for children and not for superintendents, nor teachers, nor for theories, nor for prescribed courses, necessary as these are in their places, but the highest interests of the child should determine the management always. The object of education is to develop all the powers God has given, and this object is defeated if any part of school life provides for "grind" and "ruts," and overloading of the mind with subject matter forced upon it, that it may be found there and shown in a mechanical way at a certain time, generally in June of the year.

It seems to me a direct injury is done to a child if he is allowed to remain in a grade much below his ability. School life becomes dull

and lifeless—nothing arouses effort or ambition. Satan finds mischief for idle hands, and very often the troublesome boy is merely the tired and bored boy. If he is a good boy he is neglected by his teacher because he "knows everything." A child who is far below the average of the class is also placed at a disadvantage—he is often considered dull and slow when he is really neither, but merely out of his proper environment. He receives more than his share of the teacher. The remedy should be applied in each case if the condition of classes will permit. Place the child properly without regard to the desire of the child or the desire of the parent and without regard to the time of the year. I believe in constantly making proper changes, especially when possible to promote. As the whole class of children will move on to the end of the course of study in a specified time, the problem of general promotion will come. It seems to me the general promotion should depend upon the records kept during the whole term, and upon the decision of the teacher, who should know of the child's fitness or want of fitness. No influence should be brought to bear upon the teacher other than that made by the child in his daily work.

It is often just and proper to promote after examination children who do not reach the average, knowing of their fitness in spite of figures. It has been said that "figures do not lie"—figures often lie in these cases. Many children with averages over 80 are not ready, and many with averages under 70 are ready, but not if the child has been an under 70 child from September until June. The ideal way of promotion is not possible unless the teacher has the full confidence of the parent, and the teacher does not deserve the full confidence of the parent unless she is absolutely consecrated to the conscientious and fearless discharge of her duty at the time of promotion, and unless during the year she has made each parent feel that the greatest thing in the world to her is the happiness and well-doing of her pupils.

The full confidence of parents is usually given when deserved, and it is the greatest help and inspiration a teacher can have. No parent can do more to hold the child back, to prevent promotion, than can the one who expresses doubt in the child's presence of the rightness of the teacher's action. The doubt should be discussed with the teacher and the reason for the teacher's action fully understood.

You may be sure nothing will do more to bring about proper and rapid promotion than the united effort to influence the child to desire to advance. With this desire in the child and with skill in the teacher the promotion, day by day and year by year, will naturally follow.



## THE SUNLIT MEADOW.

MARIA HALSEY STRYKER,

Kindergartner and Training Teacher in the Philadelphia Training School for Kindergartners.

May this little story carry some message to mothers in this age full of problems, from one who loves the little ones, and earnestly desires, daily, to help their tiny footsteps, and do them service.

It was a beautiful sunny afternoon in the big green meadow; the little brook on one side of it sang merrily as it rolled over one stone after another on its way to the river many miles away, while on the other side quietly stood the stone wall which helped the Wild Rose to climb a little higher to see the Sun every morning when he came up over the hill beyond.

The Bluebird and the Robin Redbreast were resting on the branches of one of the trees which stood by the side of the brook, for their nests were finished and they knew that soon some pretty little eggs would have to be kept warm, and on another tree the Yellow Oriole was busy finishing his home and was just tying the string a little tighter to the high limb where the nest was to swing. The merry little Song Sparrow was talking quietly to himself near the Wild Rose about the good things he knew he could find to eat not far away when the three tiny eggs in his nest were hatched.

The grass was green and bright on this beautiful afternoon, and everything in that meadow looked happy, and was happy, save one little Buttercup, who hung her head, and sighed and sighed, and would not look up at the big round Sun, who was trying his best to make his soft warm rays shine right down to the very bottom of her pretty yellow cup.

"Oh, dear," said the little Buttercup, "I do wish I didn't always look just this way in my plain yellow dress! I wish I could have a pretty white jacket like the Daisy, instead of always being this same old tiresome color!"

"Daisy," she said to one not far away, "I'll give you my shiny yellow dress if you'll let me have your pretty white jacket; I'm so tired of always wearing the same thing!" "What should I do," asked the Daisy, "if you took my jacket?" "Oh," answered Buttercup, "maybe Wild Rose would give you something better that she didn't need."

The Daisy then thought, and she remembered the soft fragrance which came from the Wild Rose in the morning when the grass was still wet with dew, and she began to wish she had this sweet fragrance for her own.

"Wild Rose," asked the Daisy, "if I should give Buttercup my white jacket, would you give me your sweet fragrance? You really do not need it with your pretty pink flowers, and besides you know you cannot stand upright as we can, but must always lean against something, so it really doesn't make much difference to you what you have since you can't hold it up."

"I know it," said the Wild Rose, for she knew she could not stand up very straight, and she began to wish she could be tall and strong like the big trees.

And these three little flowers hung their heads and drooped their pretty petals, and became very sad; while the Robin on the tree near by who had heard them talking began to think.

He looked over at the Oriole, busy at work, and he could see very plainly the beautiful yellow and black jacket, and then he looked down and around at his own little gray one; and, forgetting all about his bright red breast, he began to wish for a yellow and black jacket, too.

The Bluebird, also, had heard the flowers talking, and though he knew his own blue jacket was very pretty, he began to wish that he could have the Sparrow's song: "Sweet, sweet, sweet Spring is here," to add to his own, "Merry, merry, merry, oh!"

"Sparrow," he called, "should you be willing to give me your song, if I gave you my bright blue jacket?"

The little Sparrow, who had been very still ever since the Wild Rose had spoken, said in a sad little voice, "Oh, I've been wishing I could find a pretty bright jacket to wear instead of my plain dark brown one!"

The Oriole, who had stopped working when the Bluebird had called to the Sparrow, now spoke. "Robin, I feel like Bluebird, only I wish you'd give me your song, 'The Sun is warm, the air is soft, and all the birds are singing,' to add to my, 'Hello, hello, hello, May is here.'"

The big warm Sun was getting farther and farther away on the other side of the little brook, for it was almost time to go to bed, and he looked down on the meadow he loved so well, and smiled his sweetest "Good-night" to all the birds and flowers; but not a bird answered him nor a flower nodded "Good-bye."

"What's the matter with all my friends?" he cried. "Daisy, Buttercup and Wild Rose, let me see your pretty faces; and why don't you sing, Robin, and you, Bluebird, and you, Oriole, and you, Sparrow, too? I always expect to hear your sweet voices the last thing before I go to bed."

But the birds and the flowers were still hanging their heads, and looking very sad.

"Oh, dear," said the kind Sun, "what should I do, what would all the world do without your bright yellow dress, Buttercup, and your white frilled jacket, Daisy, and your sweet fragrance, Wild Rose; and your songs, Robin, and Sparrow, and Bluebird, and Oriole, as well as your bright coats and vests? How would I know when to make my rays warmer and brighter? How would the children know when to come out into the meadow to look for you and love you? Think of all the things you have to do, don't you know, don't you know, don't you know?"

And the Sun sank to rest behind the big trees, while the flowers hung their heads a little lower, and the birds all tucked their heads tighter under their wings, and all felt very much ashamed and wished the Sun had not gone away so soon.

What they all dreamed that night in the dark no one knows, but the next morning, when the Sun's face had just peeped over the hill, the Sparrow sang out, "I know, I know, I know! Sweet, sweet, sweet Spring is here."

The Bluebird, too, sang, "I know, I know, I know! Merry, merry, merry, oh!"

The Robin began before the Bluebird had finished, "I know, I know, I know! The Sun is warm, the air is soft, and all the birds are singing."

And, as soon as the Oriole saw the Sun, he sang, too, "I know, I know, I know! Hello, hello, hello, May is here!"

The Wild Rose was never so sweet, nor the Daisy's frilled jacket so white, nor the Buttercup's yellow dress so pretty, as on this bright morning when they raised their beautiful faces to the Sun, and each one said very gently, "I know, I know, I know."

The Sun looked down with the happiest smile on the meadow he loved, and when he peeped into the little brook he saw his own face, and he knew, too; but then he had known all the time.

Do YOU know?

**PROGRAM**  
OF THE  
**TENTH ANNUAL CONFERENCE**  
OF THE  
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## DENVER

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### Friday, May 3d

The Denver Circle National Congress of Mothers has arranged the following program:

Ride about Denver . . . . . 10 to 11.30 A. M.

3 P. M.

#### Meeting of Mothers of Denver

In Auditorium of East Denver High School, Mrs. CHARLES A. DENISON,  
President Denver Circle, Presiding.

#### Addresses of Welcome

By Mrs. H. J. HERSEY, Vice-President Denver Circle  
Mrs. SARAH PLATT DECKER,  
President General Federation Woman's Clubs

#### Response

By President of the National Congress  
Organization Colorado Congress of Mothers

8 to 10 P. M.

Mrs. Charles Denison, 1625 Logan Ave., gives a reception to the National Congress of Mothers Party, to meet State and City officials.

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### Saturday, May 4th

An excursion on the famous Moffat R. R. over summits of mountains. Luncheon provided by the Denver Circle, some of whose members will accompany the party. Trains leave Denver 8 A. M.

Price excursion, \$2.00.

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### May 7th and 8th

Grand Canyon, Arizona



## LOS ANGELES

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**Friday, May 10th**

**8 P. M.**

**Reception**

At the EBELL CLUB HOUSE

**Music**

BY SCHOOL OF ORCHESTRAS

The reception to officers, visitors and guests is tendered by the California Congress of Mothers.

The Plumasita Hotel will be the headquarters of the Congress.

The Ebell Club House headquarters for meetings.

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**Saturday, May 11th**

**9.30 A. M.—Ebell Club House**

**Meeting of Board of Managers**

**2 P. M.**

**Opening of the Conference**

**Invocation**

ROBERT MCINTYRE, D.D.

**Chorus**

PUPILS' GLEE CLUB

**Greetings**

MR. JOSEPH SCOTT, *President Board of Education*

MR. ERNEST C. MOORE, *Superintendent Los Angeles Schools*

MRS. W. W. MURPHY, *President California Congress of Mothers*

**Response**

MRS. FREDERIC SCHOFF, *President National Congress of Mothers*

**3.30 P. M.**

**Conference**

Coöperation of Home and School, led by Mrs. Edwin C. Grice, Chairman National Committee on Parent-Teacher Associations.

Presidents of Child Study Circles, Teachers and Parents are invited to participate in discussion.

**8 P. M.—Ebell Club House**

**Invocation**

DR. F. DEWITT TALMAGE

**Girls' Chorus**

"Deficiencies in Care of Children Revealed by the Juvenile Court"—  
HON. BEN. B. LINDSEY, Denver, Col.

**Boys' Chorus**

"The Juvenile Court in Los Angeles"—  
HON. CURTIS D. WILBUR, Los Angeles, Cal.

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**Monday, May 13th**

**10 A. M.—Ebell Club House**

**Conference**

"The Prevention of Crime"

"Child-Saving Work"—Led by MRS. FRANK R. HILL, President  
Washington Congress of Mothers, Tacoma, Washington.

Probation Officers, Officers of Day Nursery Associations, Play Grounds,  
Boys' Clubs, and others interested in child-saving work, are invited to participate in discussion.

**2 P. M.**

**Inspection of Polytechnic High School**

By invitation of MR. J. H. FRANCIS, Principal

**Address**

"The Ethics of International Courtesy—Old Glory the World Around."  
By MRS. ADAM FISHER

**8 P. M.**

**Tenth Anniversary Session**

EBELL CLUB HOUSE

"Early History of the National Congress of Mothers."

MRS. THEODORE W. BIRNEY, Founder, Atlanta, Ga.

"Review of Ten Years' Work"—MRS. EDWIN C. GRICE, Philadelphia.

"A Hymn of Motherhood"—BY MISS FRANCES J. DYER.

"Mothers' Hymn"—MARGARET E. SANGSTER.

"Foreword for the Coming Decade"—MRS. FREDERIC SCHOFF, President.

## Tuesday, May 14th

2 P. M.

**Conference** "Children's Punishments"  
MRS. GEORGE M. BRILL, Chicago, Ill., Presiding.

**Discussion**  
Led by MRS. ELIZABETH SNYDER ROBERTS, Syracuse, N. Y.

3 P. M.

**Conference**  
"Relation of Child Study to Home, School and State"—  
MRS. W. W. MURPHY, Los Angeles, Presiding.

**Discussion**  
Led by MISS EMMA M. GREENLEAF, Los Angeles, Cal.  
MRS. ROBERT J. BURDETTE.  
MRS. L. J. HERSEY.

8 P. M.

**Invocation**  
REV. S. HECHT, D.D.

**Chorus**  
PUPILS' GLEE CLUB

"The Problem of the Inter-Mountain States"—  
REV. W. H. PADEN, Salt Lake City

**Discussion**

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## Wednesday, May 15th

2.30 P. M.

MISS MARY F. LEDYARD, Presiding

The Child's Three Best Allies, Mother, Teacher and Physician

Quartette from the Daisy Chain  
LIZA LEHMAN.

**WEDNESDAY, MAY 15th—Continued**

**Twelve Songs of Childhood**

WENONA L. HUNTLEY, Accompanist

- |   |                                |
|---|--------------------------------|
| Send Foreign Children                     | Quartette                      |
| <b>Address—The Mother</b>                 | <b>Mrs. A. B. Cass</b>         |
| A. Song—Fairies                           | Miss Augur                     |
| B. Keepsake Mill                          | Miss Sterrit                   |
| C. If No One Ever Married Me              | Miss Savage                    |
| D. Stars                                  | Miss Bailey                    |
| E. Seeing the World                       | Quartette                      |
| <b>Address—The Teacher</b>                | <b>President Geo. A. Gates</b> |
| A. Song—The Ship that Sailed Into the Sun | Quartette                      |
| B. The Swing                              | Miss Savage                    |
| C. Mustard and Cress                      | Miss Sterrit                   |
| D. The Moon                               | Miss Bailey                    |
| E. Blind Man's Buff                       | Quartette                      |
| <b>Address—The Physician</b>              | <b>Dr. Dorothea Moore</b>      |
| Song—Thank You Very Much, Indeed          | Miss Savage                    |

**8 P. M.**

**Invocation**

REV. WARREN H. DAY, D.D.

**Chorus**

PUPILS' GLEE CLUB

"Moral Training in Public Schools"—

PROF. JAMES A. FOSHAY, Los Angeles

**Discussion**

**Report of Committee on Resolutions**

**Closing Words**

America

Sung by Audience

**Thursday, May 16th**

**Pasadena Day**

The day will include a drive, a luncheon and a trip up Mt. Lowe.

## AIMS AND PURPOSES OF NATIONAL CONGRESS OF MOTHERS

To raise the standards of home life. To develop wiser, better-trained parenthood.

To give young people, ignorant of the proper care and training of children, opportunities to learn this, that they may better perform the duties of parenthood.

To bring into closer relations the home and the school, that parent and teacher may co-operate intelligently in the education of the child.

To surround the childhood of the whole world with that loving, wise care in the impressionable years of life, that will develop good citizens, instead of lawbreakers and criminals.

To use systematic, earnest effort to this end, through the formation of Mothers Clubs in every public school and elsewhere; the establishment of kindergartens, and laws which will adequately care for children, in the firm belief that united concerted work for little children will pay better than any other philanthropic work that can be done.

To carry the mother-love and mother-thought into all that concerns or touches childhood in Home, School, Church, State or Legislation.

To interest men and women to co-operate in the work for purer, truer homes, in the belief that to accomplish the best results, men and women must work together.

To secure such legislation as will insure that children of tender years may not be tried in ordinary courts, but that each town shall establish Juvenile Courts and special officers, whose business it shall be to look out for that care which will rescue, instead of confirm, the child in evil ways.

To work for such probationary care in individual homes rather than institutions.

To rouse the whole community to a sense of its duty and responsibility to the blameless, dependent and neglected children, because there is no philanthropy which will so speedily reduce our taxes, reduce our prison expenses, reduce the expense of institutions for correction and reform.

The work of the Congress is civic work in its broadest and highest sense, and every man or woman who is interested in the aims of the Congress is cordially invited to become a member and aid in the organized effort for a higher, nobler national life, which can only be attained through the individual homes.

Membership in the Congress is two dollars per year for Associate Members. Child-Study Clubs, Mothers Clubs and Parent-Teacher Unions pay a per capita due of ten cents per annum—and by this become members of both State and National Congress—with the privilege of representation at the convention.

Other bodies whose work is germane to that of the Congress may send delegates on the payment of five dollars annually.

# The National Congress of Mothers Magazine

PUBLISHED MONTHLY EXCEPT JULY AND AUGUST BY THE  
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All correspondence intended for Editorial Department should be addressed to  
MRS. HERMAN H. BIRNEY, 4016 Chestnut St., Philadelphia.

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## THE PRESIDENT'S MESSAGE.

*Welcome to  
The Tenth Conference  
National Congress  
of Mothers*

The National Congress of Mothers holds its tenth annual meeting in Los Angeles this year in order that the women of the Pacific Coast may give and receive the inspiration which comes from a great convention, whose sole object is the welfare of the children.

It is not expected or desired that large numbers of mothers from the East will be in attendance, for comparatively few can leave their families, nor would it be advisable for them to do so. The help to the busy young mother must come from the local or State Mothers' Circle and from the reports of the National Congress.

It is to carry the thought and work of the Congress into new fields, and to mothers in all sections, that the National conferences are held in different places. To every mother in California and the West, to every teacher and every father the Congress extends a cordial invitation to attend its sessions and participate in its conferences. Many of the mothers who were charter members of the National Congress of Mothers are grandmothers now. Life has taught them many lessons. It has brought them leisure to study the needs of childhood everywhere in the light of experienced motherhood, and to the grandmothers and the grandfathers the Congress extends a welcome, for there is work for them to do that mothers with their children about them cannot do, but which is mother work in the highest sense.

The Congress has set in motion waves of thought and action for



the betterment of home and childhood which have reached far beyond its ken. The marked increase in attention given to these subjects is one of the most encouraging and hopeful signs of the opening century.

To give the children a strong physique, true and wholesome ideals of life, to feel that each one is dear to the Heavenly Father and worthy of the best that can be given to develop his highest possibilities, is the greatest work on earth, for its fruits are eternal.

It is with this spirit and purpose that the National Congress of Mothers looks back over ten years of work, and looks forward with reliance in Divine guidance to the work that lies beyond.

*The Mothers at  
Jamestown, Va.*

Much has been written and spoken about the naval and military display at Jamestown, and less has been said of the historic and educational features of the Exposition. That the activities of the National Congress of Mothers are as wide as the nation is proved by the fact that, while the

National Conference meets in Los Angeles, the Congress is also holding daily conferences at its headquarters, the Mothers and Children's Buildings at Jamestown, to which everyone who visits the Exposition is welcome. These conferences will continue until November 30, and will cover every subject affecting home and children. The home is represented for the first time in a National Exposition.

Three centuries of wonderful growth and prosperity have passed, and in Jamestown is being celebrated the three hundredth anniversary of the landing of the little band who braved the unknown seas to found a home in a nation which should stand for freedom and opportunity for all. Conditions have changed utterly since, but no less now than then, is the future of the nation dependent on the character of its homes. If the spirits of the early settlers in Virginia could see and know the deeds of their descendants they might rejoice that, in this celebration, while armies and navies still are necessary, greater importance is given to the arts of peace; the buildings for the promotion of mother-work, home-making, and child protection, and education are among the most attractive and conspicuous features of the Exposition.

*Alliance of Six National  
Organizations of  
Women to Promote  
Education*

It is less than half a century since a few women, desiring the stimulus and pleasure of association with others, formed a few scattering clubs for various objects. It is less than forty years since the Woman's Christian Temperance Union

came into being. It is less than a quarter of a century since the organization of the General Federation of Women's Clubs, the Daughters of

the American Revolution, The National Congress of Mothers, and the Council of Jewish Women. Everywhere the spirit of organization has invaded the ranks of women, and they have united to further a common interest.

The organization of women's unions, clubs and circles was a step that required courage less than fifty years ago. The union of the small circles into National organizations is of recent date, and the union of National organizations of women for concerted work on subjects of general interest is the last development of organized womanhood. The power of womanhood has been increased a thousand fold by the development of the last decade.

The combination of many organizations of women to protect home and childhood from its foe, the Mormon hierarchy, marked the first union of large bodies of women, organized for various purposes, but united in a common cause.

The latest combination of forces by women's organizations is the alliance of the General Federation of Women's Clubs, The National Congress of Mothers, the Woman's Christian Temperance Union, the Daughters of the American Revolution, the Council of Jewish Women, and the Collegiate Alumnae to work for common ends on educational lines. An important and significant result of this decision was a meeting of representatives of these six women's organizations with representatives of the National Educational Association in Chicago, and on their invitation in February. The points for which all agreed to work are:

1. All children of the United States should be educated; therefore, in every State we will work for a compulsory school law, backed by a good child labor law.
2. Suitable school buildings should be provided; therefore, we will endeavor to obtain in every community a well-built, well-equipped, well-cared-for building in which to carry on the school work.
3. Teachers should be thoroughly trained and adequately paid for their work; therefore, in every State we will seek to secure normal schools of definite standard, minimum professional requirements, without which no one may be permitted to teach, and a minimum salary, for less than which no one may be asked to teach.
4. Schools should be under expert supervision in order to accomplish their best work; therefore, we will urge that in every State provision be made for placing all schools under the care of trained superintendents
5. School work to be satisfactory should produce three results

in the pupils, knowledge, efficiency, character; therefore, we will make the effort to introduce in all schools training for the hand as well as for the head, and definite instruction in ethics and civics.

The care and education of children is an interest common to all women, and a movement has been inaugurated which cannot fail to yield wide benefit to children.

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#### FROM THE SECRETARY'S DESK.

All requests for literature and all general correspondence concerning the Congress should be addressed to the Secretary, Mrs. Edwin C. Grice, 3308 Arch Street, Philadelphia.

*Activities of Circles* It does not need a prophet to foretell, from the mail received at the office within the last month, the future strength and influence of our National work for childhood. There has been great activity among the Circles. Inquiries and items of news have reached us from nearly every State in the Union. In both Shreveport, La., and Charles City, Iowa, are the Mothers' Circles planning to co-operate with the State Teachers' Institutes to be held this month. Every month gives new hope and cheer to the watchers of this great impulse which is drawing mothers and teachers nearer together.

The New York City Mothers' Club is planning to celebrate its tenth anniversary on May 1, and has invited to its club breakfast Mrs. Mears, the first President of the New York State Assembly, and other National officers.

Middletown, Connecticut, has been invited by the Jamestown Exposition to have a "Middletown Day," and the Mothers' and Children's Building will welcome the Congress members from Middletown.

The Mothers' Club of Providence, R. I., is planning its year-book for next year. The club aims not only to interest and instruct its own members, but for next year to make a prominent feature of the work of forming other circles. The office has many of these year-books on file and is glad to pass on their helpful suggestions to Circles planning to issue one.

The Executive Board of the Ohio Congress has issued an open letter on the subject of forming new Circles: "To make a beginning in the matter of organizing new clubs, every officer has pledged herself to make an effort to start one new Mothers' Child-Study Class, and it is hereby requested that each club and, as far as possible, each individual member thereof, try to do the same thing. Think of the good

accomplished and of the added strength to us if within a year we so multiply our numbers."

Since the last issue of the "Magazine" there has been formed in the home of the Organizer for Delaware a Child-Study Circle of less than twenty young mothers. It is just such circles as these which, "lighting the fire on top," help it to burn down into a broader enthusiasm and a wider work.

From Missouri comes word of an effort to get women on the school boards. Wherever people are working earnestly for the best interests of the child they realize that in schools, as well as in the home, he needs the differing thought and combined wisdom of men and women working together.

*Death of  
Miss Abbott*

This mail brings the sad news of the sudden death of Miss Mary M. Abbott, of Watertown, Connecticut, Chairman of the Education Committee of the General Federation of Women's Clubs, who organized the recent conference of women's organizations, whose work is elsewhere described. Few women are so widely known and generally beloved. She devoted her life to the cause of education. Her creed, of harmony with God and service to her fellow men, must be an inspiration to all workers for humanity, and may best be summed up in her own words written to a friend, "To know God and to feel your spirit in harmony with Him is the greatest joy of life. Whatever happens, don't miss that."

---

#### JAMESTOWN EXPOSITION

Three hundredth anniversary of the first permanent English settlement in America.

Opening Mothers' and Children's Buildings by National Congress of Mothers, April 26th, 1907.

The President of the National Congress of Mothers, Mrs. Frederic Schoff; Mrs. Edwin C. Grice, Corresponding Secretary, and other officers will be in attendance.

Kindergarten under charge of Miss Sylvia Ziebach. Children under twelve years of age will be received, and parents may be assured they will receive excellent care, and have varied occupations to amuse and instruct them.

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**ANDREW SLOAN DRAPER, LL.D.**

Commissioner of Education, State of New York, **EDITOR-IN-CHIEF**

**Object** TO SUPPLEMENT AND ROUND OUT THE WORK OF OUR SCHOOLS AND COLLEGES BY GIVING IN FORM MORE ATTRACTIVE THAN THAT OF THE TEXT-BOOKS A WIDER AND MORE GENERAL OUTLOOK ON THE SUBJECTS DEALT WITH BY THEM, TO SUPPLY AIDS TO HIGHER CULTURE AND TO DEVELOP MENTAL AND PHYSICAL PERFECTION, TO EDUCATE AND CULTIVATE THOSE WHO THROUGH FORCE OF CIRCUMSTANCES WERE UNABLE TO OBTAIN THE HIGHER BRANCHES OF EDUCATION IN WHOM THE DESIRE FOR KNOWLEDGE AND CULTURE IS OFTEN STRONGEST

### THE PURPOSES OF OUR VARIOUS SECTIONS ARE

ONE: To START the child right. TWO: To develop the IMAGINATION. THREE: To teach KINDNESS. FOUR: To inculcate PERSEVERANCE. FIVE: To give us PRACTICAL knowledge. SIX: To promote PHYSICAL strength. SEVEN: To stimulate AMBITION. EIGHT: To lead everyone to REASON. NINE: To instill POLISH AND REFINEMENT. TEN: To nurture INSPIRATION.

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(Signed) J. M. JAMES.

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Yours respectfully,

(Signed) MRS. T. BOLGER.

SONORA, KY., January 16, 1904.

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(Signed) MRS. W. T. MACGILL.

LYKENS, PA., July 8, 1903.

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